DOCUMENT RESUME

ED 095 802 HE 005 879

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TITLE Student Profile: Freshmen - 1973-74. Part II: SAT, High School Decile, and Entrance Testing.
PUB DATE Jul 74
NOTE 23p.

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Academic Ability; *Academic Achievement; Aptitude Tests; *College Freshmen; *College Students; Grade Point Average; *Higher Education; Research Projects; *Student Characteristics
IDENTIFIERS *New College Hofstra University

ABSTRACT

This document presents data concerning the 1973-74 New College (Hofstra) entering freshmen. High school decile data and Scholastic Aptitude Test (SAT) data are collected as a part of the usual admission procedures. In addition, 50 of the 68 freshmen were administered the Cooperative Reading Test, the Omnibus Personality Inventory, and the New College Entrance Questionnaire. Based upon a review of SAT, high school deciles, and entrance test data on entering freshmen, 1973-74, the following points were made: (1) Overall, the level of academic achievement based on SAT scores has dropped an average of 4 or 5 percent over students admitted the previous year. (2) The mean high school decile for entering students was 3.5 and is approximately the same as Hofstra Freshmen in general. (3) Reading levels of entering freshmen are above average overall, but levels of comprehension are slightly below average. (4) Students selecting New College appear to be intellectually motivated, to have an interest in the pursuit of ideas rather than facts, and to prefer the kind of social environment that they perceive exists at New College. (MJM)

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STUDENT PROFILE: FRESHMEN - 1973-74
PART II: SAT, HIGH SCHOOL DECILE, AND ENTRANCE TESTING

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NCERO Report #7
July, 1974

(Data for this report was collected and analyzed by Jefferson Latham, Research Associate, New College Educational Research Office)

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INTRODUCTION

This report concerns additional data avaliable on the 1973-74 New College entering freshmen. SAT and high school decile data are collected as part of the usual admissions procedures. In addition, students are asked to participate in a testing program as part of Freshmen Orientation at New College. 1973-74 marked the first year that the Omnibus Personality Inventory (OPI) and the Cooperative English Reading Test (C-2) as measures of intellectual orientation and reading skills, respectively, were included. These tests have been added for research and program evaluation purposes and will be administered to each entering class henceforth, thus permitting comparative analyses from year to year of various characteristics of entering students. It is hoped that such information will be helpful in program development for the College. In addition, planned research involving the relationship of reading skills and intellectual characteristics to various aspects of the students academic life is planned.

PROCEDURES

Fifty of the 68 entering freshmen were tested as a group in two, two hour testing sessions during the freshmen orientation in September, 1973.

Instruments

Four different instruments were administered including: (1) ACE questionaire which is given to all entering students at Hofstra. Results of this questionaire are included in NCERO Report #6.

(2) Cooperative Reading Test: This test is a nationally normed reading measure including vocabulary, reading speed and comprehension. A variety of normative groups can be used for interpreting test scores. The norm group chosen was obviously, "entering freshmen at a liberal arts college."

(3) Omnibus Personality Inventory: The OPI is a multiscale, true-false, self-administering personality inventory, developed ". . .to assess selected attitudes, values, and interests, chiefly relevant in the areas of normal ego-functioning and intellectual activity." (Heist and Yonge, 1968,p.1). Results include fourteen individual scale measures and one composite measure called the "Intellectual Disposition Category". The five scales which comprise the IDC category are said to provide a general measure of intellectual orientation or disposition, specifically denoting whether logical, analytical thinking takes precedence over thinking that involves free use of imagination and perceptual-cognitive exploration. Finally, it should be emphasized that the OPI is a measure of intellectual disposition or style, not ability or achievement.

(4) New College Entrance Questionaire: This is a locally developed questionaire designed to elicit information about reasons why the student choose New College, his perception of the college, how he learned about the college, what other scools he applied to, etc.*

* The New College Questionaire was developed several years ago, and in many ways was redundant to information included on the ACE questionaire. Consequently this questionaire has been revised and shortened for future administrations.

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PROCEDURES
Instruments continued

In addition to entrance test data, SAT and high school decile data were collected from admissions records.

RESULTS

SAT and high school decile data were available on 61 of the 68 entering students. Only 50 of the 68 participated in the entrance testing; therefore, results are based on data for approximately 3/4 or 74% of the entering class.

SAT and High School Decile

Table 1 presents an analysis of mean SAT scores and High School deciles by Concentration Area and then total mean SAT scores for entering freshmen. Concentration Areas were determined by the students stated Area at the time of his/her registration for the Spring Semester. Also, included as a special group are those students who were, at that time, still "Undecided" as to Area. These figures are not adjusted for attrition during the year and they do not include students who entered in the Special Studies Program.

TABLE 1

Mean SAT & High School Deciles for Entering Freshmen
by Concentration Area, 1973-74

AREA	N	SAT			H. SC.
		VERBAL	MATH	COMBINED	DECILE
HUMANITIES	11	540.9	495.5	518.2	5.1
SOCIAL SCIENCE	24	525.9	505.0	515.4	3.2
NATURAL SCIENCE	15	517.3	566.0	541.7	3.1
LIBERAL ARTS	1	490.0	600.0	545.0	4.0
UNDECIDED	10	512.0	506.0	509.0	3.8
TOTAL	61	523.3	520.3	522.0	3.5

When viewed by Area, the SAT scores of the 1973-74 New College class appear to be relatively homogenious. The apparent superiority of the Natural Science Students in SAT Math is not surprising and is consistent with trends for New College Natural Science students in the past several years. The apparant Verbal SAT superiority of Humanities students is also not unexpected, although there is a noticeable drop in Humanities Math SAT scores over the previous year (516.5 to 495.5).

RESULTS
SAT and High School Decile continued

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The differences between Areas in mean high school decile is also interesting. While Social Science and Natural Science students are approximately equal in this category, the Humanities students are noticeably lower in class standing than any of the other groups. Any explanation of this phenomenon is not readily visible from this type of data, but would be a question worthy of further exploration.

Compared to other students entering Hofstra in the Fall, 1973, New College freshmen are at approximately the same level in terms of high school decile (Hofstra Mean = 3.3; New College Mean = 3.5). The Hofstra mean Verbal SAT is 499 for 1973-74, while the New College Verbal Mean is 523. On the other hand, the average SAT Math score for Hofstra students was 536 compared to an average of 520 at New College.

Table 2 provides a comparative analysis of SAT scores for entering students in New College over the past three years. (Comparable data on high school deciles over the same time period is not avaliable.)

TABLE 2

Comparison of Mean SAT scores of New College Entering Freshmen Over the Past Three Years

YEAR	N	MEAN SAT		
		VERBAL	MATH	COMBINED
1971 - 72	142	583.2	556.8	570.0
1972 - 73	108	553.1	543.8	548.5
1973 - 74	61	523.6	520.3	522.0

It is quite apparent from Table 2 that the mean SAT scores have been consistently dropping over the past three years. Overall, the mean Verbal SAT has fallen approximately 5%, the Math SAT approximately 4%, and the combined SAT approximately 5% since 1972-73. The decreases in mean scores since 1971-72 are of course, even greater. It is not known whether these decreases are consistent with percentage drops at Hofstra University or at other schools, but if so they could be a reflection of University recruitment policies or an artifact of shifts in the college population nationwide.

An analysis of SAT scores for 25 of the 1973-74 freshmen who withdrew from the college sometime during the year, or who failed to preregister for the Fall, 1974-75 semester, thus suggesting their intention not to return to New College, revealed that the Mean SAT Verbal for these students was 495 or an average of of 28 points lower than for the entering class as a whole. On the other hand, the average Math SAT for "withdrawn" students was 560 or approximatly 40 points above the average Math SAT for entering students. This information,

RESULTS
SAT and High School Decile continued

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combined with the fact that the average Verbal SAT score for New College freshmen has been consistently higher than the Math SAT, suggests that New College may be more attractive to students with stronger Verbal skills, and that students with these strengths are more likely to stay at New College. This hypothesis is worthy of further investigation.

Entrance Testing

Table 3 contains mean scores for entering freshmen on the Cooperative Reading Test and the Omnibus Personality Inventory. For comparative purposes mean scores for transfer students entering New College in the Fall, 1973-74 and students in the Special Studies Program in the Fall semester are also included.

Cooperative Reading Test:

As indicated, the overall mean percentile rank on the C-2 for entering freshmen was 63.8, which is noticeably higher than the mean percentile rank for either of the other two groups of entering students. The range of overall scores for entering freshmen was from a high of 95 to a low of 8, with a standard deviation of 18 percentile points. The freshmen appear to be most proficient in reading speed, but the level of comprehension of what they read may be adversely effected as indicated by the 43.3 mean percentile score. In all three groups, level of comprehension is the lowest, yet the freshmen still exceed the other two groups. The exact meaning of these differences is not clear, although lower scores among the SSP students might have been expected given the nature of this population of students who need special academic assistance. On the other hand, one might have expected transfer students to be more proficient in reading skills as a result of their prior experience in college.

In summary, it would appear that the New College entering freshmen are reading at a level comparable to that of other freshmen in liberal arts colleges. Relatively speaking, the level of comprehension in reading among New College freshmen is weak.

Future research with the C-2 will include studies of the relationship between reading scores and academic performance, as well as the relationship of these scores to SAT scores. (A cursory review of this latter relationship with the current students suggests a minimal correlation.)

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TABLE 3

C-2 READING AND OMNIBUS PERSONALITY INVENTORY MEASURES
BY GROUPS FOR FALL 1973-1974 ENTERING STUDENTS

TYPE OF MEASUREMENT	FRESHMEN	TRANSFER	SSP FALL
C-2 READING TEST			
Summary % Rank	63.8	49.9	43.6
Vocabulary	53.0	49.2	46.9
Speed of Comprehension	76.4	60.1	46.9
Level of Comprehension	43.3	37.2	36.1
OMNIBUS PERSONALITY INVENTORY			
Intellectual Disposition Cat.	4.1	4.4	5.3
Thinking Introversion	53.9	52.8	46.0
Theoretical Orientation	52.9	50.0	44.5
Estheticism	53.8	53.7	50.4
Complexity	59.0	59.3	52.7
Autonomy	58.2	58.5	54.5
Religious Orientation	55.5	57.9	54.9
Social Extroversion	45.3	46.1	49.4
Impulse Expression	58.4	58.5	58.2
Personal Integration	47.9	48.8	51.6
Anxiety Level	48.2	48.7	51.0
Altruism	49.0	51.1	47.2
Practical Outlook	41.2	41.5	46.7
Masculinity-Femininity	46.0	44.0	46.4
Response Bias	48.4	45.2	45.9

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Omnibus Personality Inventory:

Raw scores on each of the 14 scales of the OPI are converted to standard scores with a mean of 50 and standard deviation of 10. The Intellectual Disposition Category (IDC) is a composite score. The lower the IDC value (i.e. 1, 2, etc.) the more disposed is the group or individual to pursue intellectual educational goals rather than practical educational goals. The average IDC for any representative sample of American College students would probably fall near category 5 (Heist and Yonge, 1968).

Mean scores for the three groups of entering students are not remarkably different from each other or from college students in general. Scales on which the entering freshmen approximate one standard deviation from the national norms of entering freshmen include the Complexity (CO), Autonomy (AU), Impulse Expression (IE) and Practical Outlook (PO) scales. Based on descriptions of these particular scales, it would appear that New College students enjoy complex and challenging tasks, are tolerant of ambiguities, and are less concerned with practical actions as opposed to theoretical concerns. Similarly, they are more interested in ideas than facts and tend to believe that there is more than one answer to a question. Finally, they appear to be less restrictive and more independent and impulsive in their thinking than are typical college students. These descriptions are suggestive based upon group scores and are not intended as inclusive or absolute for all New College freshemen.

Looking specifically at the IDC, we find that New College students fall at about the "average" for American College students (average=5). Students who fall in categories 1 and 2 represents very broad intellectual interests and pursuits, often manifest high levels of esthetic sensitivity and appreciation, and reach out for a variety of perceptual and cognitive experiences; generally speaking, these are highly intellectually motivated students. On the other hand, students in Categories 7 and 8 are less committed to intellectual interests and are more interested in tangible and practical pursuits; their thinking is nonabstract and nontheoretical (Heist and Yonge, 1968).

Given these descriptions of extreme IDC categories, it would seem that while the New College freshmen resemble college students nationwide (mean IDC=4.1) on this dimension, they more closely resemble other students with "intellectual interests" than do freshmen in the Special Studies Program, or for that matter, transfer students entering New College.

Factor analysis of OPI results with New College freshmen produced four primary factors

Factor I: Intellectual and Study Orientation

SCALES	MEAN FOR NEW COLLEGE FRESHMEN
Thinking Introversion	53.9
Theoretical Orientation	52.9
Estheticisim	53.8
Complexity	59.0
Impulse Expression	58.4

RESULTS
Continued

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Persons scoring high on the scales in this factor present a reflective and theoretical orientation to the world of ideas and to their academic studies. They also express a preference for perceptual and cognitive tasks which involve esthetic qualities. Beyond this, these high scorers may be individuals with a readiness to express impulses and seek immediate gratification, while overlooking the conventional modes of thinking or behaving. As a group, the New College freshmen scored above average on these dimenisions.

Factor II: Social Orientation and Personal Adjustment

SCALE	MEAN SCORE FOR NEW COLLEGE FRESHMEN
Social Extraversion	45.3
Personal Integration	47.9
Anxiety Level	48.2
Response Bias	48.4

This factor represents the dimensions of social and emotional adjustment and as a group, the New College freshmen scored slightly below the mean for college students in general. Persons scoring low on these scales tend to avoid social functions of a formal nature, express some feelings of inadequacy or personal uncertainty, and tend to be worrisome and restless. While the New College students do score lower than average, the differences from the mean for College students is not extreme.

The fact that students have selected to come to New College may be a manifestation of tendencies noted in both Factors I and II and may further reflect their perception of New College as a small community of scholars. If the above scores have any validity at all, these students may have seen New College as a place consistent with their own intellectual and social orientation.

Factor III: World Outlook

SCALE	MEAN SCORE FOR NEW COLLEGE FRESHMEN
Masculinity-Femininity	46.0
Practical Outlook	41.2

Again, the New College freshmen score below the average on these dimensions, suggesting a preference for literary and esthetic interests and an orientation to the world of ideas rather than facts or practical consequences.

Factor IV: Liberalism and Independence

SCALE	MEAN SCORE FOR NEW COLLEGE FRESHMEN
Religious Orientation	55.5
Autonomy	58.2

These above average scores suggests a lack of religious zeal among the New College students and a belief that the established order is not necessarily the only or right way. They tend to question authority and to value independence of action and though.

RESULTS
continued

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Without comparative information on Hofstra students attending the regular University undergraduate programs, it is impossible to say if or in what ways New College students may differ from other students at the University. However, a review of student values and attitudes as expressed on the ACE questionaire (NCERO Report #6) suggests that the characteristics described above for New College freshmen have some validity and that in general, they are distinguishable from their Hofstra University counterparts in their greater interest in intellecual pursuits of an abstract and philosophical nature and their less pragmatic view of the world.

Future research with the OPI will include (1) comparsions between groups of students in different majors (Concentration Areas), (2) comparisons of continuing and non-continuing students, (3) the relationship of OPI scores to measure of academic achievement, and (4) analysis of characteristics of New College entering students over a period of several years.

New College Entrance Questionaire:

Because much of the information included in the New College Entrance Questionaire is redundant to information on the ACE questionaire, a limited analysis of the former was conducted. In particular, only questions 2,3,4, and 6 were analyzed. The results of this analysis are reported in Appendix A which was prepared by Mr. Roger Anderson, Assistant to the Dean for Recruitment, New College. The information is self-explanatory; however, it is interesting to note that "other New College students" and the Hofstra Admissions Office were the major sources of information to prospective students about New College. Flexibility, faculty student relationships, size, calendar, and individualized academic programs were seen as "attractive" characteristics of New College. Given the type of student who selects New College, (see previous discussion), we might have expected these to be attractive.

ACE Questionaire:

Results of this questionaire have been discussed extensively in NCERO Report #6.

SUMMARY

Based upon a review of SAT scores, high school deciles, and entrance test data on entering freshmen, 1973-74, the following points might be made: (1) Overall, the level of academic achievement based on SAT scores has dropped an average of 4 or 5% over students admitted the previous year. (2) The mean high school decile for entering students was 3.5 and is approximately the same as Hofstra freshmen in general. (3) Reading levels of entering freshmen are above average overall, but levels of comprehension are slightly below average. (4) Students selecting New College appear to be intellectually motivated, to have an interest in the pursuit of ideas rather than facts, and to prefer the kind of social environment which they perceive exists at New College.

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REFERENCES

Heist, Paul and Yonge, George. Omnibus Personality Inventory (Form F) The Psychological Corporation, 1968.

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June 6, 1974

QUESTION 2: To what other schools did you apply? Were you accepted?

SCHOOL	NUMBER APPLYING	NUMBER ACCEPTED
Adelphi	4	4
Beloit	1	
Bowdoin	2	1
Brigham Young	1	1
Brown	1	
Bucknell	1	1
C.C.N.Y.	1	1
Columbia	1	1
Cornell	2	
Drew	1	1
Florida State	1	1
Fordham	3	3
Franklin Pierce	1	1
Georgetown	1	1
George Washington	1	1
Gettysburg	1	1
Hampshire	2	1
Hunter	1	1
Ithaca	4	4
New College-Sarasota	1	1
New York Tech.	1	1
New York University	1	1
Niagara	1	1

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Question 2: To what other schools did you apply? Were you accepted?

SCHOOL	NUMBER APPLYING	NUMBER ACCEPTED
Northeastern	1	1
Ohio State	2	2
Penn. State	1	1
Post	4	4
Queens College	1	1
Rider	1	1
R.P.I.	1	1
Rutgers	1	1
St. Johns	3	3
Sarah Lawrence	1	
State University of New York System		
Albany	2	2
Binghampton	1	1
New Paltz	1	
Oneonta	2	2
Potsdam	1	1
Purchase	1	1
Stony Brook	3	3
Nassau C.C.	1	1
Suffolk C.C.	1	1
Farmingdale	1	1
Syracuse	2	2
Temple	1	1

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Question 2: To what other schools did you apply? Were you accepted?

SCHOOL	NUMBER APPLYING	NUMBER ACCEPTED
U. of Massachusetts	2	2
U. of Miami	2	2
U. of Pennsylvania	1	1
U. of Rhode Island	1	1
U. of Utah	1	1
U. of Wisconsin	1	1
Vassar	1	1
Wagner	1	1
Windham	1	1

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QUESTION 3: How did you find out about New College?

NUMBER OF STUDENTS	FOUND OUT THROUGH
13	Another New College Student
9	Hofstra Univ. Admissions Office
8	Students Own Research
7	High School Guidance Counselor
5	Hofstra University Bulletin
2	Admissions Representative High School Visit
2	College Night
1	College-For-A-Day
1	Not Sure

QUESTION 4: What characteristics of New College appear most attractive to you?

FREQUENCY MENTIONED	CHARACTERISTIC
10	Flexibility
10	Faculty Student Relationships
9	Size
8	Calendar
8	Individualized Academic Programs
7	Independent Study
6	Overall Structure
3	Part Of Large University
2	Blanket Tuition
1	Off-Campus Study
1	Location
1	Writing Program

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QUESTION 6: What characteristics of New College appear least attractive to you?

N.B. Since this question, and all the preceeding were asked during Freshman Orientation, before anyone really knew the ins and outs of the College, I do not feel that the responses are reliable.

FREQUENCY MENTIONED	CHARACTERISTIC
28	None
4	Part of Hofstra University
3	Other Students in New College
2	Too Academically Demanding
2	Socially Separated from Main Campus
2	Location
2	Having to Take Courses on Main Campus
1	Tuition too High
1	Course Distribution (?)
1	Everyone Trying too Hard to Be Innovative

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APPENDIX B

In an effort to make New College recruitment more responsive to trends and patterns, I have conducted an exhaustive study of those geographic regions which have yielded students to New College in the past. While I realize that "new areas" should not be overlooked as possible sources of qualified students, I believe that with the limitations of budget and time, New College recruitment should concentrate on its areas of strength. I will trust that the University's Admissions Office adequately and accurately represent New College when visiting areas previously virgin to Hofstra University. There is one exception to this idea, and that will be delt with later in this report.

What follows then is a synthesis of a series of charts, (also included), which I hope accurately tell the story of where New College students have come from. The information contained herein has never been presented as such before, and was obtained by going through a series of annual and semi-annual reports, and lists of students. I have consolodated many charts into a few, (five), but all details are available.

Following the synthesis is a series of recommendations. It is hoped that these are accurate, but they are my own interpretation of the material, and therefore, I'm sure, are subject to debate.

With this in mind, I give you the past six years at New College.

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Charts I and II illustrate all those areas which have yielded students to New College over the past six years. Charts I is what I consider to be primary areas, while Chart II illustrates what I'l call secondary areas. We can see on Chart I the importance of Nassau and Suffolk counties yielding almost consistantly half of the New College students. This is not surprising due to the publicity it originally had, and the difference it exhibits. An interesting trend can be noted in the growth of importance in those five areas, outside New York State, which I consider to be primary areas, (New Jersey, Pennsylvania, Connecticut, Massachusetts, and Rhode Island). They are now yielding almost consistantly 30% of the New College students. While I have noted the entire state for space necessity, we find most of the students coming from this area are centered around metropolitan centers. The Queens, Brooklyn and New York City area is consistantly low, though one would think it to be higher due to its proximity to the Nassau and Suffolk area. I feel this is due to the virtual neglect of this area in a recruitment sense. Westchester County and its surrounding areas and other parts of New York State fluctuate yield from 5% to 10% of the student body in any given year.

Chart II, the secondary areas, can be seen to be rather random. However three states, Maryland, Washington D.C. and Florida, seem to offer us one or two students almost consistantly. Maryland and Washington D.C. can and shpuld be good areas for us with the proper development. This is particularly true with that corridor streching from Baltimore, to D.C. This is an affluent area, concerned about education. Florida's yield is due I believe to the good fortune of obtaining one student in 1969 who, through her own efforts, has convinced others to come.

Chart three is an illustration of those areas from which applied and accepted students for this coming September have come. There are no significant differences over previous years.

Chart IV is a comparison, again by geographic origin, of those students entering New College in 1972, and those entering the other undergraduate areas of the University in that same year. It is is interesting to note the greater dependence of the University on local students as compared to New College. Conversly New College gains in strength the further away from home we go. The entire university draws more students from Queens, Brooklyn and New York City, than does New College. This illustrates that the potential is there, it needs only to be tapped.

Chart V is put in pretty much out of general interest. I do however have geographic areas broken down by areas of concentration. However there are no significant trends, and for the conservation of space, I did not include this rather lengthy list.

Chart I

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	1968		1969		1970		1971		1972		1973	
	N	%	N	%	N	%	N	%	N	%	N	%
NASSAU	43	48.8	57	45.2	48	37.2	50	38.5	37	38.9	24	39.3
SUFFOLK	11	12.5	6	4.7	6	4.6	7	5.4	6	6.3	8	13.2
TOTAL	54	61.3	63	50.0	54	41.8	57	43.8	43	45.2	32	52.5
QUEENS	5	5.6	10	7.9	9	7.0	8	6.2	4	4.2	3	4.9
BROOKLYN	1	1.1	5	4.0	3	2.3	0	-	3	3.1	1	1.6
NEW YORK CITY	2	2.2	2	1.6	3	2.3	4	3.0	2	2.1	0	-
TOTAL	8	8.9	17	13.5	15	11.6	12	9.2	9	9.5	4	6.5
WESTCHESTER & SURR.	6	6.8	3	2.4	6	4.6	6	4.6	3	3.1	1	1.6
OTHER N.Y. STATE	3	3.4	5	4.0	6	4.6	4	3.0	5	5.3	3	4.9
TOTAL	9	10.2	8	6.4	12	9.3	10	7.6	8	8.4	4	6.5
NEW JERSEY	7	7.9	4	3.1	18	13.9	14	10.8	11	11.6	3	4.9
PENNSYLVANIA	5	5.6	14	11.1	5	3.9	12	9.2	9	9.5	9	14.7
CONNECTICUT	2	2.2	3	2.4	6	4.6	9	6.9	6	6.3	3	4.9
MASSACHUSETTS	1	1.1	4	3.1	12	9.3	4	3.0	5	5.3	2	3.2
RHODE ISLAND	1	1.1	0	-	0	-	1	.8	1	1.1	0	-
TOTAL	16	17.9	25	19.8	41	31.7	40	30.7	32	33.7	17	27.8
GRAND TOTAL	87	98.9	113	89.7	122	94.6	119	91.4	92	96.9	57	93.5

Chart II

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	1968		1969		1970		1971		1972		1973	
	N	%	N	%	N	%	N	%	N	%	N	%
CANADA	1	1.1										
MAINE			1	.8								
MARYLAND			3	2.4	4	3.1	1	.8			1	1.6
ILLINOIS			3	2.4			2	1.5				
VIRGINIA			1	.8			1	.8				
DELAWARE			1	.8								
FLORIDA			2	1.6	1	.8	1	.8			2	3.2
WASHINGTON D.C.			1	.8			1	.8			1	1.6
TEXAS			1	.8								
ILLINOIS					1	.8			2	2.1		
LOUISIANA					1	.8						
CALIFORNIA							1	.8				
ALABAMA							1	.8				
NEW HAMPSHIRE							1	.8				
NORTH CAROLINA							1	.8				
MISSOURI									1	1.1		
ENGLAND							1	.8				
GRAND TOTAL	1	1.1	13	10.3	7	5.4	11	8.6	3	3.1	4	6.5

Chart III

For Sept 1974 entrance
list of 9/15/74

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	N	%
NASSAU	49	41.6
SUFFOLK	15	12.7
TOTAL	64	54.3
QUEENS	4	3.3
BROOKLYN	1	.9
NEW YORK CITY	2	1.8
TOTAL	7	6.0
WESTCHESTER & SURR.	5	4.2
OTHER N.Y. STATE	4	3.3
TOTAL	9	7.5
NEW JERSEY	12	10.2
PENNSYLVANIA	10	8.5
CONNECTICUT	0	-
MASSACHUSETTS	11	9.3
RHODE ISLAND	1	.9
TOTAL	34	28.9
DELAWARE	1	.9
MARYLAND	3	2.5
TOTAL	4	3.4

Chart IV

Comparison of New College & Hofstra University

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	N.C.	H.U.
NASSAU	38.9	
SUFFOLK	6.3	
TOTAL	45.2	69.0
QUEENS	4.2	
BROOKLYN	3.1	
NEW YORK CITY	2.1	
TOTAL	9.5	16.0
WESTCHESTER & SURR.	3.1	
OTHER N.Y. STATE	5.3	
TOTAL	8.4	4.0
NEW JERSEY	11.6	
PENNSYLVANIA	9.5	
CONNECTICUT	6.3	
MASSACHUSETTS	5.3	
RHODE ISLAND	1.1	
OTHER AREAS	3.2	
TOTAL	36.9	11.0

Chart V

Areas of Concentration

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	HUM. N	HUM. %	SOC.S. N	SOC.S. %	NAT. S. N	NAT. S. %	LIB. A N	LIB. A %
1968	NOT AVAILABLE							
1969	56	44.4	53	42.1	17	13.5		
1970	43	33.2	56	43.4	8	6.0	22	17.0
1971	36	27.7	55	42.3	21	16.7	18	13.8
1972	29	30.5	32	33.7	10	10.5	24	25.3
1973	11	18.0	30	49.1	13	21.4	7	11.5
1974 (applied & accepted April 5, 1974)	19	14.1	61	45.5	21	15.6	33	24.6

* Liberal Arts includes undecided.

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RECOMMENDATIONS:

Based on the preceding information I would like to offer the following recommendations:

- I think it is obvious that New College must maintain an excellent rapport, and continue to do an exhaustive recruiting effort in the area of Nassau and Suffolk counties. This is imperitive, since these areas yield fifty percent of the New College student population.

- New College must build up the recruitment activity in the areas of Queens, Brooklyn, and New York City. The experience of the University as a whole has shown that this can be a valuable area, it need only to be tapped.

- Westchester and the surrounding area can be important. Yet there seems to be some problem in recruiting as many as seem possible. I due not think this is due to a lack of recruitment. The University recruits quite extensively in this area, but with results that differ little from ours.

- It is important to keep recruiting in the metropolitan areas of New Jersey, Connecticut, Pennsylvania, Massachusetts and Rhode Island. This now accounts for roughly thirty percent of the New College entering class.

- The exception with regard to the primary areas comes when considering the upstate New York area. In the past this has not yielded a great amount of students. But with the hopeful passage of the Tuition Assistance Program, this is an area that could be very valuable, and deserves some recruitment.

- The secondary areas have always been a random type of thing. But I think that work should be done in the areas of Baltimore, Maryland, and Washington D.C.